Developing Teaching Materials Of Oral Language Skills Kkni Based Of English Education Study Program Unimed

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Abstract

This study is aimed at developing teaching materials of oral language skill KKNI based of English Education Study Program at UniversitasNegeri Medan. The objectives of this research are to analyze the teaching materials of Oral Language Skills used at the 2nd semester of English Education Study Program and develop the appropriate teaching materials based on the students' needs. Research and Development applied in this research and skills covered in oral language both listening and speaking. The results show that the teaching materials used in the 2nd semester at English Education Study Program is developed through implementing the simplification of R&D. The materials indicated low competency for the students after analyzing the questionnaires given. New topics are designed to answer the needs of the students. Generally, the existing English speaking materials are less relevant with the needs of 2nd semester students. In terms of topics, they are not suitable with the needs of the Lesson Plan which make the students are less motivated in learning English. The speaking materials needed by the students are relevant with their needs where the topics or contents used in the course book are relevant and useful in the learning outcome of this subject. The topics needed are: work pressure; juggling school, work, and family; taking care of environment; change and consequences, the importance of the past, machines, cycles, and processes, arts and sciences, nature, health, and individual and society.

Keywords: *Oral Language Skills, R&D*

A. Introduction

In welcoming the ASEAN Economic Community, the readiness of human resources (HR) to be an important factor that must be considered in education, especially higher education, has a very significant role in preparing skilled and ready to compete in the free market. Skills in question include the competence of English as basic skills (skills that must be owned by every graduate of higher education in the face of global competition. According to KresnayaYahya, chairperson of Enciety Business Consult, no matter how good a person's knowledge cannot speak in English, he will still have difficulty competing. This shows that all levels of work, from technicians to directors, demand the ability of English in particular and foreign languages in general.

In addition to the low competence of oral language skills of student input, the problem becomes more serious because the oral language skills course in English Language Study Program of Medan State University also has not experienced a significant review and development. In fact, the outcomes of learning (oral

learning outcomes) of oral language skills in each level of teaching have not been described in the form of statements that are measurable based on the results of needs assessment. Each teacher uses his or her own teaching materials so that the resulting competencies vary widely. This directly affects the problem of standardization of the competence of English graduates both internally in relation to the standardization of quality as well as externally in relation to the competence expected by the users.Lecturers who take the courses of Oral Language Skills English Language Studies Program, English Language and Literature Department of Faculty of Languages and Arts (FBS), State University of Medan (Unimed) always develop curriculum tailored to the needs of the market or users. Users of the alumni of the course are of course the wider community in this world. Because the development of people and the world's life in the decade forward so rapidly, so that the existing curriculum still needs to be evaluated to fit the needs of the development of society, nation and the world.In line with that, the curriculum of English Education Study Program always changes according to the needs of the development of society and the nation of Indonesia in general. With the Presidential Decree No. RI. 8 on the Indonesian National Qualification Framework (KKNI), has encouraged the English Education Study Program to conduct curriculum development with the Guidance of Academic Curriculum Reconstruction oriented KKNI so that the State University of Medan, especially English Education Study Program has applied KKNI curriculum since 2016 to ensure accountability the education provider in the equality of qualification / competence of graduates in accordance with the level of education and to ensure the achievement of the quality of education in Indonesia is in the same level with the quality of education in other countries.Therefore, a very important thing to note is the problem of learning devices. A common problem faced by lecturers is still quite a lot of lecturers, especially on teaching Oral Language Skills that have not used this KKNI-based learning tool perfectly. Actually, many factors that cause this problem both the factors that are within the lecturer itself and the factors that are outside the lecturers themselves. Therefore, the researcher concludes that the teaching of Oral Language Skills seems appropriate when associated with the role of lecturer refers to the curriculum reference of KKNI in conducting the learning process and is closely related to the KKNI assessment tool with reference to the process of PBM in the KKNI curriculum involving 6 assignments, Routine Duties (TR), Critical Journal Review (CJR), Critical Book Report (CBR), Engineering Idea, Project and Mini Research (Mini Research) in the teaching of Oral Language Skills. This research is expected to provide understanding and skills to the lecturers in planning, presenting / implementing, evaluating learning, and improving the quality of learning programs. This research is also expected to provide basic and direction for lecturers in conducting competency assessment and as a reference in seeing the standard learning tools for each lecturer in providing accurate information about the level of competence achieved by the students.

Formulation of the problem
Based on the background description of the problem above, then the formulation of the problem in this study as follows:
1. Is the materialused in English Education Study Program in the 2nd semester accordance with the needs of teaching Oral Language Skills?
2. What is the proper material for teaching Oral Language Skills in the 2nd

semester of English Education Study Program developed based on KKNI?

B. LITERATURE REVIEW

Curriculum Development
Higher education curriculum is defined as a set of plans and arrangements on competence (learning achievement), study materials, processes, and assessments used as guidelines for the implementation of study programs. On the other hand, the curriculum as an implementation program is a form of learning that is actually made (actual curriculum) in a systematic approach to the design of such language curricula (Brown 1989: 235).The information and insights gained from these activities can then be analyzed and synthesized based on the development of the language curriculum should begin with a careful needs analysis and then move forward through the established steps.The curriculum of higher education is a set of plans and arrangements regarding the content, study materials, lesson materials, delivery methods, and assessments used as guidelines for the implementation of learning activities in Higher Education. To that end, the curriculum should contain graduate competency standards structured in key competencies, support competencies, and others that support the achievement of the objectives, the implementation of the mission, and the realization ofthe Study Program vision. The curriculum includes courses / modules / blocks that support the achievement of graduate competencies and allows students the flexibility to broaden their insights and deepen their expertise, and include course descriptions / modules / blocks, syllabi, lesson plans and evaluation. The curriculum should be designed on the basis of relevance to the objectives, scope and depth of the material, the organizing that encourages the formation of hard skills and the soft skills that can be applied in various situations and conditions.The lectures at the English Education Program FBS Unimed are currently guided by the KKNI Curriculum. This curriculum requires students to complete a total of 150 SKS to obtain a Bachelor of Education (S.Pd). To produce qualified graduates are considered capable because the existing academic staff is considered sufficient. The number of lecturers as many as 31 people, already have S2, S3 and Professor education qualifications, is considered quite capable.The assignment of the lecturers of this Study Program is conducted on the basis of the areas of expertise that the lecturers are distributed according to the Lecturer Group of Expertise, namely KDBK Applied Linguistics, Linguistics, and Academic and Career Development / Cultural Skills. To build an atmosphere of internal cooperation in improving the quality of service to students, lecturers currently teaching in English Education Study Program are distributed according to the three KDBKs that are formed in the following subjects: KDBK Applied Linguistics for Language Teaching, Translation, and Language Skills, KDBK Linguistics for the fields of Language Studies, Grammar, and Discourse, and KDBK Academic and Career Development / Cultural Skills for Ethics, Logics, and Management fields. In the course of lecturing, every lecturer or team of KDBK lecturers is required to prepare the Semester Course Design (RPS) based on the KKNI curriculum and the syllabus that has been determined. Development of RPS that refers to the curriculum content should be done by each lecturer or team of lecturer's parallel class lecturers with the aim to obtain the actual course material and alignment of quantity and quality of lecture material presented

in each parallel class. In the effort to develop RPS-based KKNI still applied for first semester of class I of learning 2016/2017. Standards-based education is based on the belief that: (a) Learning processes and experiences can shape learners and graduates to become citizens of the nation who have the pride and love of the country and support world peace; (b) Be able to deliver students with high social sensitivity and concern for the community and the environment and be able to cooperate; (c) Able to produce graduates who appreciate the diversity of cultures, views, beliefs, and religions and findings of others (multicultural intelligence); and (d) Able to deliver students and graduates who uphold law enforcement and have a passion to prioritize the interests of the nation and the wider community. The Unimed English Language Studies Program, which has the main competencies in line with existing developments, is developed to refer to the needs of Law no. 14 of 2005 on Teachers and Lecturers and Government Regulation no. 19 of 2005 on National Education Standards which affirms that the competence refers to pedagogic, personality, social and professional competence. In accordance with the concept of Professional Teacher Re-design Teacher, these four competencies in the development of the study program curriculum are interpreted as a whole that

is contained in the core curriculum structure of the Study Program. As for the curriculum of choice focused on the establishment of supporting competencies. For that, English Language Study Program can choose and develop courses that can strengthen student academic ability.

The Indonesian National Qualification Framework (KKNI)

Evaluation and review of curriculum at universities is a strategic activity in order to develop and improve the quality of education of study programs at State or Private Universities in Indonesia. Print said that the curriculum should always be reviewed in an effort to update the curriculum. The basic reason according to Murray Print was stated "the very substance of schooling and the raison d'etre for teachers in schools" in improving the quality of education and the spirit is the curriculum. For 5 years, the concept of Competency Based Curriculum. KKNI has become part of the learning process in Higher Education according to Ministerial Decree no. 232 / U / 2000. Development of Higher Education curriculum should be referring to KKNI (Indonesian National Qualification Framework), because the standardized education regulation through the KKNI. Here is the concept of KKNI-based curriculum.
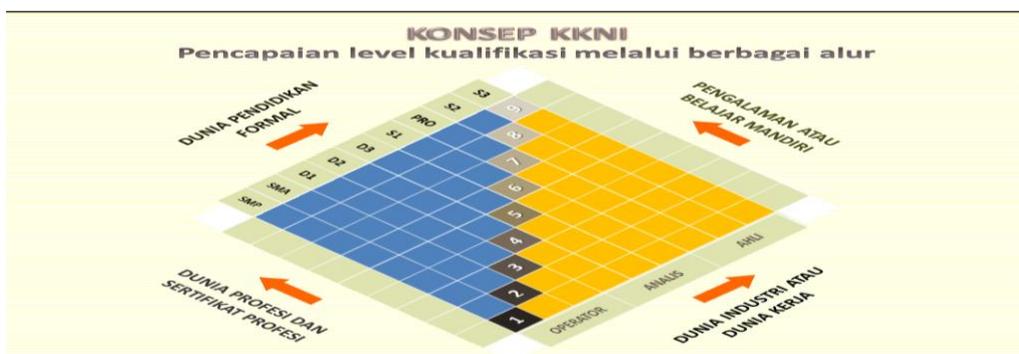

Figure 1. Concepts of KKNI-based curriculum

KKNI consists of 9 (nine) levels of qualification, starting from qualification 1 as the lowest qualification and qualification 9 as the highest qualification. Qualification level is a nationally agreed learning achievement level, based on the educational outcome and / or training obtained through formal, non-formal, informal, or work experience. English Language Education Study Program is one of the Study Programs located at Medan State University. On May 17, 1984, the Directorate General of Higher Education with Decree No. 30 / DIKTI / Kep / 1984 stipulates that in IKIP Medan there are 6 faculties with 30 courses, one of which is the English Education Study Program. Within a decade of the Directorate General of Higher Education, re-arranging study programs in several state universities and for IKIP Medan through Decree No. 240 / DIKTI / Kep / 1996 dated 11 July 1996, there were only 20 courses including the English Education Study Program. English Education Study Program based on the result of accreditation of study program conducted by BAN (National Accreditation Board) in 2010 obtained the value of A according to SK BAN PT. 0803 / SK / BAN-PT / Akred / S / VI / 2016.

Implementation of educational activities undertaken to produce competent graduates in accordance with the demands of stakeholder needs. Therefore learning process is done by various model of learning for example, based on research (soft problem based learning soft skill (PBL and SS), IT / ICT Development of curriculum (KBK and KBK Blok System), evaluation of learning outcomes (application of authentic assessment and test standard), with academic quality audit to conduct continuous quality improvement coordinated by SPMI Medan State University This activity is carried out interactively with research and community service activity The research activity is started by determining the policy direction based on stakeholder problem solving with income generating principle.

The curriculum of English Education Study Program has undergone four changes. In the beginning this Program run PTKSN curriculum, then Kurnas (National Curriculum). In 2005 it was replaced with KBK (Competency Based Curriculum), then revised again in 2007 to KBK 2007. In 2008 again revised again into KBK Block System, with the consideration of basic competence for the needs of teachers in high school, professional competence, the demands of stakeholders (users), and workgroups. Revisions made to KBK Block where the problem-based learning paradigm, Learning Revolution, Mini Research, Ide and Project Engineering), and the integration of Soft Skill into curriculum documents (embodied in RPP) integrated in Learning Activity, Learning Output, Learning Outcome, Learning Resources, and Learning Assessment (Authentic Assessment). Based on Presidential Regulation No. 8/2012 on Indonesian National Qualification Framework (KKNI), then in 2016 the new English Education Produce curriculum KKNI (Indonesian National Qualification Curriculum) for freshmen of class of 2016/2017. Implementation of KKNI is characterized by the provision of 6 types of assignments to students. These tasks include Routine Duties, Critical Book Review, Critical Journal Review, Idea Engineering, Mini Research and Project.

Semester Course Design (RPS)
RPS is the translation of the Course Activity Plan for one semester. Lesson plans for a particular subject that includes competency standards, basic competencies, subject matter / learning, indicators, assessment, time allocation, and learning resources / materials / tools. The lecturers need to make the planning in the form of syllabus which then developed into the lecture unit of

lecturing (SAP). The terms syllabus and SAP are used thoroughly. Development of Adaptive Syllabus from Active Learning Guide in Higher Education (Depdiknas, 2010). The syllabus is a lesson plan in a particular subject that includes competency standards, basic competencies, subject matter / learning, indicators, assessment, time allocation, and learning resources / tools (MoNE, 2010). The syllabus is developed by lecturers based on the Graduate Competency Standards (SKL), Competency Standards (SK), and Basic Competencies (KD) of lecturers' subjects with reference to the study program curriculum. There is a difference in preparing RPS in KBK with KKNI-based Curriculum. The formulation and components of KKNI based RPS refers to the Achievement of Learning and Graduate Profile.

Teaching Materials
According to the National Center for Competency Based Training (2007), understanding of teaching materials is any form of material used to assist teachers or instructors in implementing the learning process. The intended material may be either written or unwritten. The views of other experts say that teaching materials are a set of materials that are organized systematically, both written and unwritten, so as to create an environment or atmosphere that allows students to learn. According to the Harvest (2001) revealed that the teaching materials are materials or lesson material organized systematically, which used teachers and learners in the learning process (Andi, 2011: 16). Teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities. The material in question can be either written materials or unwritten materials. Based on these definitions, it can be concluded that teaching materials is a learning component used by teachers

as learning materials for students and assist teachers in carrying out teaching and learning activities in the classroom.According to Koesnandar (2008), the type of teaching materials based on the subject consists of two types: (a) teaching materials deliberately designed for learning, such as books, handouts, LKs and modules; (b) teaching materials that are not designed but can be used for learning, such as clippings, newspapers, movies, commercials or news. Koesnandar also stated that when viewed from the function, the teaching materials that are designed consist of three groups of presentation materials, reference materials, and self-study materials.Grouping of teaching materials into four categories, namely printed materials such as handouts, books, modules, student activity sheets, brochures, leaflets, wallcharts, photos / drawings, and models / maket. Audio hearing materials (audio) include cassettes, radio, LPs, and audio compact discs. Hearing audiences (audio visual) such as video compact discs, and movies. Interactive multimedia teaching materials such as CAI (Computer Assisted Instruction), interactive multimedia compact disc (CD) and web-based learning materials (web based learning material).

Teaching Oral Language Skills
Oral language skills is an integrated skill between listening and speaking. Both of these abilities are due to the skills of receiving and producing language.Nunan's statement on speaking is speaking is communicative competence (1999: 226). Meanwhile, in the early 1970s, Savignon defined communicative competence as "the ability to function in a truly communicative setting" (Nunan, 1999: 226).Teaching Oral Language Skills seems appropriate when associated with the language skills applied to students with the opportunity to learn and practice will be more developed and

skilled language skills. Thus the role of lecturer refers to the curriculum reference of KKNI in conducting the learning process by choosing the right approach, method, and technique in learning and closely related to the development of KKNI assessment tool with reference to the process of PBM in KKNI curriculum involving 6 assignments (TR CJR , CBR, Idea Engineering, Project and Mini Research) in the teaching of Oral Language Skills.

C. RESEARCH METHOD

Research Design
Development of KKNI-based assessment tools on the teaching of Oral Language Skills on English Education Study Program FBS-Unimed using research and development design (Research and Development). This method is a research method used to produce the product and test the effectiveness of the product (Sugiono, 2010).Research and development is a process or steps to develop a new product or refine an existing product, which is accountable (Trianto, 2008).

Research Sites
This research was conducted in the validation test of KKNI-based assessment instrument on the teaching of Oral Language Skills in English-Unimed Education Study Program, Willem Iskandar street Pasar V Medan.

Population and Sample
Population and sample in this research is student of second semester at Oral Language Skills class Regular Education A and B.

D. RESULTS AND DISCUSSION

In accordance with the problems and the objectives of the research in previous chapter, this research used Research and Development methodology.

A.The Evaluation and Need Analysis
  1. **Evaluation of the Existing Syllabus and Speaking Materials.**
     a. **Existing Syllabus**
The evaluation of the existing syllabus was done by using documentary sheet. The syllabus is organized under the categories: basic competence, topic, learning method, assessment, time allocation and learning source. The existing syllabus (faculty member made syllabus of KKNI) does not clearly explain what materials should fit the students' need even though it was designed for vocational school.

     b. **Existing Speaking Materials**
The evaluation of the existing oral language skills is done in order to find out whether the existing speaking materials are relevant and meet the students' need or not. The researcher found that the existing materials didn't cover the students' needs. Here is one of the task in the existing material *"Make up a short dialogue for the following situations (You plan to do the Biology project at the library after school. You ask your best friend to do it together with you",* the materials were not suitable for the students of hotel accomodation study porgram because this material did not meet the students need related to their major.

It was supported by the result of the questionnaire given to the students. The questionnaires were sent to the students to find out how teaching and learning process currently and how existing speaking materials given. They cover the following dimensions; objective, design and layout, linguistics feature, topic, learning method, and skill. The results of the analysis are described as follows:
     a. In terms of objective, the score 1.2 means that the objective of the existing oral language skill

materials is less relevant with the objective of the study program and the score 1.4 means that the existing oral language skill materials do not meet the students' need to improve their speaking skill.

b. In terms of design and layout, the score 1.7 means that the design of the existing oral language skill materials in term of structure, function, topic and skill is fairly relevant, the score 1.3 means that the sequence of speaking materials is less relevant, the score 1.5 means that relevancy of every topic is less relevant, the score 1.6 means that illustrations on the oral language skill materials are fairly relevant and the score 2.1 means that the performance of the materials is also fairly relevant.

c. In terms of linguistics feature, the score 1.6 means that the grammar used on the existing oral language skill materials is fairly relevant with the students' need and level, the score 1.7 means that the availability of the glossaries is fairly relevant, the score 1.3 means that the availability of pronunciation is less relevant and the score 1.6 means that the language function on the materials are fairly relevant.

d. In terms of topic, the score 1.4 means that the topics on the oral language skill is less relevant, the score 1.7 means the topics on the oral language skill is fairly relevant for the level of students, the score 1.4 means that the existing oral language skill materials are less relevant in activate the students' knowledge in English and the score 0.3 means that the materials are not relevant with their needs.

e. In terms of learning method, the score 1.6 means that the learning method used in the oral language skill materials are less relevant for the oral language skill, the score 1.8 means that the learning method is fairly relevant with the students' level, the score 1.7 means that the learning method is fairly relevant in motivating the students, the score 1.8 means that the learning method is fairly relevant in giving the students opportunity in speaking, the score 2.6 means that group work is often implemented in the learning in method, the score 1.5 means that the tasks used are less relevant for the students.

f. In terms of skill, the score 1.2 means that the existing oral language skill are monotone so it doesn't increase the students' ability.

2. The Need Analysis

After evaluating of the current existing oral language skill and syllabus have been done, the following stage is to carry the need analysis in order to meet students' need and teacher. The data are collected by interview with the english teacher and questionnaire. The interview delivered was given to the English lecturers in order to find out the deeper information about what topics really needed by the students. The result show that the topics in the category are very needed to be given to the students. They are : work pressure; juggling school, work, and family; taking care of environment; change and consequences, the importance of the past, machines, cycles, and processes, arts and sciences, nature, health, and individual and society. So, this kinds of topics will be considered to be used in the new speaking materials.

In addition, the questionnaire were given to the students to find out how

teaching and learning process that they really want in oral language skills. They cover the following dimensions; 1) Goals, 2) Necessities, 3) Lacks, 4) Wants, and 5) Learning Needs. The sources of data are the students.

a. Necessities

Necessities belong to what the learners have to know in order to function effectively in the target situation. Related to that, 33.3% students answer that the most important skill for them is Sepaking, while 29.6 choose Listening. Then, related to their future career in the workplace, 70.3 % students answer they will use English to communicate with other colleagues. Meanwhile, related to the frequencies of using English as a means ofcommunication in the workplace, 37.0 % students answer seldom, and 55.5% of them answer often.

Table 4.3 The results of need analysis on the students' necessities

Question	Items	Frequency	Percentage
1. As the students of English Education study program, the most important skill that I have to master is...	**a. Speaking**	9	**33.3 %**
	b. Reading	5	18.5 %
	c. Writing	5	18.5 %
	d. Listening	8	29.6 %
2. The type of English interaction which will be found in the workplace...	a. Tell the instructional manual of certain equipments	5	18.5 %
	b. Communicate with the hotel customers and other colleagues	19	**70.3 %**
	c. How to attract the buyers	3	11.1 %
3. The possible frequency of using English in the workplace when I have graduated from the university is …	a. Seldom	10	37.0 %
	b. Often	**15**	**55.5 %**
	c. Never	2	7.4 %

b. Lacks

Lacks is related to the gap between the target proficiency and the existing proficiency. From the result of needs analysis, 33, 3% students answer that the main difficulties in learning English is the lack of inappropriate use of expressions, 25.9 % of them answer that their weaknesses is related to grammar, and 22.2 % students answered that their weaknesses is lack of vocabulary , as shown in the following table:

Table 4.4 The results of need analysis on the students' lacks

Question	Items	Frequency	Percentage

Question	Items	Frequency	Percentage
4. One of my difficulties in learning speaking is ….	a. Lack of vocabulary	6	22.2 %
	b. Incorrect pronunciation	5	18.5 %
	c. Inappropriate grammar	7	25.9 %
	d. Inappropriate use of expressions	**9**	**33.3 %**

c. Wants

Wants related to what the learners' need from an ESP course. From the result of needs analysis, 70.3 % students answer that they will use English as a means of communication when they work domestic or abroad, as explained in the table below:

Table 4.5 The results of need analysis on the students' wants

Question	Items	Frequency	Percentage
5. After I have graduated, I will possible use English as a means of communication in ….	**a. Workplace (Domestic and Abroad)**	**19**	**70.3 %**
	b. University	8	29.6 %

d. Learning Needs

Learning needs are the knowledge and abilities that learners will require in order to be able to perform to the required degree of competence in the target situation. It is related to input, procedures, setting, learner's role, and teacher's role. Here, the writer wants to describe the results of needs analysis related to the learners' needs.

From the needs analysis process that has been conducted, 48.1% of the students choose dialogue as the input for the oral language skill material. Related to the lay out, many students answered that the appropriate lay out for the oral language skill is completed by pictures and illustrations. For the topic, 70.3% students like to choose topic which is related to future's life. For the warming up activity, 40, 7% students choose expressions lists.

Related to the appropriate kinds of pictures for the material, 44.4% students answered that the appropriate picture for the material is caricature or cartoon picture, while 33, 3% students choose photograph as the appropriate one. In term of procedure,the results of needs analysis shows that 55.5 % students choose role – play as the activities which can help them to improve their listening and speaking skills.

Related to the appropriate kinds of fonts, 33.3 % students choose verdana as the appropriate fonts. for the level of difficulty of the speaking material, 74.0 % students are agree if there is a variety of difficulty level, from the easiest to the most difficult one. The last one is intermezzo. intermezzo in the learning material is needed in order not to make the students get bored. Based on the needs analysis, 48.1% students answered that the appropriate kinds of intermezzos for the speaking material is quotes and cartoon picture. It can be shown in the following table :

Table 4.6 The results of need analysis on the students' learning needs

Question	Items	Frequency	Percentage
6. The type of input that I need to learn speaking is ….	**a. Dialogue based on Hospitality topics**	**13**	**48.1 %**
	b. Monologue based on Hospitality topics	5	18.5 %
	c. Pictures	9	33.3 %
7. The appropriate lay out of the material is ….	a. Pages and cover are colorful.	4	14.8 %
	b. Completed with pictures and illustrations	**15**	**55.5 %**
	c. Completed with grammar and vocabulary exercises	8	29.6 %
9. The topic which is appropriate for the oral language skill material is about ….	**a. Topics which are relevant for Hotel Accomodation (Contextual)**	**19**	**70.3 %**
	b. Topics which are related to Information and Technology	3	11.1 %
	c. Topics which are related to business	5	18.5 %
10. For the warming up activity, the appropriate form is ….	a. Short questions	4	14.8 %
	b. Pictures	3	11.1 %
	c. Vocabulary lists	9	33.3 %
	d. Expression lists	**11**	**40.7 %**
11. The appropriate picture for the oral language skill material is …	a. Photograph	9	33.3 %
	b. Caricature orcartoonpicture	**12**	**44.4 %**
	c. Illustration	6	22.2 %
12. Kind of learning activity which is appropriate for the oral language skill material is ...	**a. Role-play**	**15**	**55.5 %**
	b. Information gap	2	7.4 %
	c. Modelling	10	37.0 %
13. The appropriate kind of fonts which is used to write imperative sentences in every task is...	a. Comic San MS	7	25.9 %
	b. Lucida Handwriting	3	11.1 %
	c. Times New Roman	**9**	**33.3 %**
	d. Verdana	8	29.6 %
14. The difficulty level of the the oral	a. Neither too difficult nor too easy	2	7.4 %

Question	Items	Frequency	Percentage
language skill material which is appropriate is.....	**b. Having varieties, from the easiest to the most difficult one.**	**20**	**74.0 %**
	c. Having variety of difficulty level	5	18.5 %
15. The appropriate kind of intermezzos for the the oral language skill material is ….	**a. Quotes**	**13**	**48.1 %**
	b. Cartoon pictures	4	14.8 %
	c. Crossword puzzle	10	37.0 %

Based on the quessionaire and interview result, the researcher conclude that to design the oral language skill materials was very important appropriate to their specific field. Designing new materials help teachers in learning process make students easy. Result of interview also would give contribution to the newest for students of English Education study program.

B. Course Design

After the evaluation and need analysis was done, the next step is course design. Course design covers the process of designing syllabus and writing the speaking materials, the process as follows.

1. Syllabus Design

The syllabus plays important role in developing the new teaching and learning materials because it used as guidance to develop materials, it keeps the contents of the learning materials run on track to achieve the objective of the teaching and learning. It is designed based on the result of need analysis. The design of the new syllabus for oral language skill material is contextual syllabus where the topics are contextual based on their major and the tasks given to the students are related to everything they will experience in their work life.

The design of the new syllabus is as follows:

1. Standard competence

Standard competence is a statement about the knowledge, skill, and attitude (KKNI evaluation standard) that must be mastered by the students according to the level of mastery which is expected to be achieved in studying a subject/course. The new syllabus of the standard competence were students of this study program based on contextual teaching learning.

2. **Basic competence**

Basic competence is the detail or further elaboration of the standard of competence. The basic competence that has been arranged by the government are less specific and relevant with the hotel accomodation study program, there for the new basic competences for the listening and speaking materials were arranged as follows:

New basic competence

1 Comprehending basic expressions in the social interaction for the importance of life
2 Comprehending the expressions of preparing better future life
3 Comprehending expressions of someone's opinion about two disciplines of arts and sciences

3. Subject matter

Subject matter is the topic material that is used to achieve the basic competence. The topics used for the speaking activities are based on the new basic competences and related to the input aspects in need analysis results. They are described as follows:

Table 4.7 The new subject matter for Oral Language Skills

No	New basic competence	New topic
1	Comprehending basic expressions in the social interaction for the importance of life	- Taking care of the environment - Change and consequences - The importance of past - Individual and Society
2	Comprehending the expressions of preparing better future life	- Work Pressure - Juggling school, work, and family - Machines, cycles, and processes
3	Comprehending expressions of someone's opinion about two disciplines of arts and sciences	- Arts and sciences - Nature - Health

4. Learning activities

Learning activities are designed to provide a learning experience in order to achieve competence. In order to syncronize the new basic competence and subject matter, the new learning activities also are added in accordance with learning process which are decribed as follows:

1. Look and Speak up
- Brainstorming students' by providing pictures related to the topic
2. Listen and practice
- Tasking
3. Grammar in use
- Grammar, language function and sentence construction
4. Let's discuss
- Problem solving (pair & group)
5. Reflection
- Reflect the students' undestanding about the topic has been discussed.

5. Assessment

Assessment or evaluation is a kind of the assessment given to the students in order to check the students' ability in mastering the materials. The type of assessment are written response test and oral test which is designed by KKNI evaluation standard, i.e Routine Task, Critical Book Review, Critical Journal Review, Engineering Idea, Mini Research, and Project.

6. Time allocation

Time allocation is the estimated time to master the basic competencies needed by the students. Principally, the time allocation is allocated 4 sks, i.e 200 minutes for one meeting. And the time allocation for oral language skill is divided into 2

meetings in a week in order to meet the students' need.

7. Learning source

Learning sources are references or materials used to support learning activities. The learning sources used are new topics of Oral Laguage Skills designed by the research team, English dictionary, and internet.

b. Developing Speaking Materials

After designing the new syllabus, next is writing the speaking materials based on the new syllabus and need analysis. The term of standard or parameters of the learning materials proposed by Widodo and Jamadi (2008), as quoted by Susilaningsih (2016) that the principle of the development learning materials have to cover a) learning materials must be developed and designed in accordance to students' needs and goals, b) learning materials must be in line with students' needs and characteristics, c) learning materials must consist of learning strategy which helps the teacher and students how to learn it, d) the learning materials have to provide learning activities, e) learning materials also have goals and objectives and f) assessment as a feedback must also be provided as well.

In order to know how materials are designed and learned by the students, actually there is learning strategies which can be implemented when designing the learning material such contextual teaching and learning. In developing the supplementary speaking materials based on contextual teaching and learning book, the researcher used many attractive fonts, different colors, pictures, interesting short functional texts and dialogues to make the students enjoy in the teaching and learning process. Supplementary speaking materials was made based on contextual

teaching and learning book which used students' contextual social daily life as the main theme of the book, and it helped the students in comprehending the expressions.

Here are the structure of speaking materials are formulated as follows, a) title, b) objective, c) look and speak up, d) listen and practice, e) grammar in use, f) let's discuss. The following is the explanation for each part

a. Title is a label of information that will be described in the content of materials.

b. Objective is goals that the students should achieve when using the speaking materials as source of learning. By describing the goals, the students will be motivated in teaching and learning process.

c. Look and speak up:
   - It creates a context of knowledge for the comprehension of the input
   - It activates the students' minds and gets them thinking about the topic by seeing the available pictures.
   - It reveals what the students already know in terms of knowledge and content

d. Listen and Practice. This section contains several tasks that need to be done by the students to promote their speaking skill by listening their teacher first as the model.

e. Grammar in use, this section contains information about the language form that relate with the grammar, language function and sentence construction.

f. Let's discuss. This section contains some group tasks which are expected to make the students discover an idea based on some problem and built their cooperation

g. Reflection. This section consist of taspects which can reflect the students' undestanding about the topic has been discussed.

h.

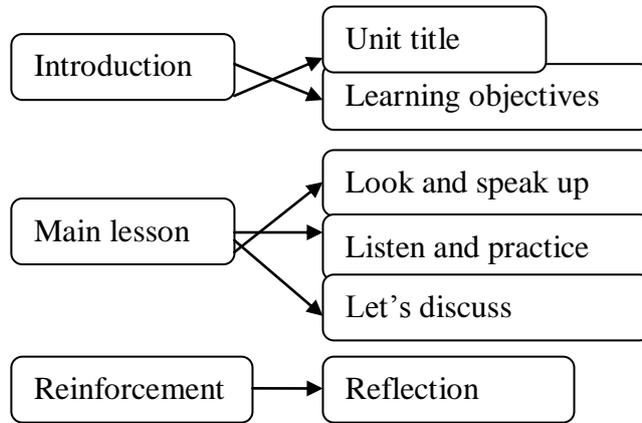
Figure 4.1 Unit Design of the course book

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